

Lyon College Practicum Evaluation – Observation 2

Adapted from Charlotte Danielson’s Framework for Teaching

Name:	School:	Date:			
Mentor Teacher:	Grade:	Subject:			
Lyon Supervisor:					
DOMAIN 1: PLANNING AND PREPARATION					
Component 1a: Demonstrating Knowledge of Content and Pedagogy	Below Basic	Basic	Above Basic	Approaching Proficiency	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	performing at level appropriate to practicum	
	0 pts.	1 pt.	1.5 pts.	2 pts.	
	Displays knowledge of content and the structure of the discipline.				
	Displays knowledge of prerequisite relationships among topics and concepts.				
Displays knowledge of content-related pedagogy.					
Component 1b: Demonstrating Knowledge of Students	Below Basic	Basic	Above Basic	Approaching Proficiency	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	Performing at level appropriate to practicum	
	0 pts.	1 pt.	1.5 pts.	2 pts.	
	Displays knowledge of child and adolescent development.				
	Displays knowledge of how students learn.				
	Displays understanding of the importance of knowing students’ skills, knowledge, and language proficiency.				
	Displays knowledge of students’ interests and cultural heritage.				
Displays knowledge of students’ special needs.					

Component 1c: Setting Instructional Outcomes	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Approaching Proficiency Performing at level appropriate to practicum 2 pts.	Total Points
Outcomes represent appropriate expectations, rigor, alignment, and sequence.					
Outcomes are clearly written in terms of student learning and are measurable.					
Outcomes reflect different types of learning.					
Outcomes are suitable for diverse learners.					
Component 1d: Demonstrating Knowledge of Resources	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Approaching Proficiency Performing at level appropriate to practicum 2 pts.	Total Points
Displays awareness of resources available in the school or district and some knowledge of those available through external sources.					
Displays awareness of resources that may enhance content and pedagogical knowledge.					
Displays awareness of resources for students.					
Component 1e: Designing Coherent Instruction	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Approaching Proficiency Performing at level appropriate to practicum 2 pts.	Total Points
Learning activities are appropriate to students and support learning outcomes.					
Materials to be used are appropriate to students and support learning outcomes.					
Grouping is appropriate to students’ needs and supports learning outcomes.					
Lesson is coherent and well organized and pacing is appropriate.					

Component 1f: Designing Student Assessments	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Approaching Proficiency Performing at level appropriate to practicum 2 pts.	Total Points
Assessment strategy is aligned with learning outcomes.					
Assessment criteria and standards are clear.					
Assessment strategy includes formative evaluation methods.					
Considers how assessment results may be used to plan for future lessons.					
DOMAIN 2: THE CLASSROOM ENVIRONMENT (During Teaching)					
Component 2a: Creating an Environment of Respect and Rapport	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Approaching Proficiency performing at level appropriate to practicum 2 pts.	Total Points
Teacher-student interactions are mutually friendly and respectful and are appropriate to the age and cultures of the students.					
Student interactions with each other are generally polite and mutually respectful.					
Component 2b: Establishing a Culture for Learning	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Approaching Proficiency performing at level appropriate to practicum 2 pts.	Total Points
Displays enthusiasm for content and students recognize its value.					
Displays high expectations for students through instructional outcomes, activities, assignments, and classroom interactions.					
Students accept teacher’s high expectations and take pride in their work.					

Component 2c: Managing Classroom Procedures	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Approaching Proficiency performing at level appropriate to practicum 2 pts.	Total Points	
	Instructional groups are well organized and productive with minimal supervision.					
	Transitions are smooth with minimal loss of instructional time.					
	Resources are utilized with minimal loss of instructional time.					
	Non-instructional duties are managed efficiently.					
Component 2d: Managing Student Behavior	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Approaching Proficiency performing at level appropriate to practicum 2 pts.	Total Points	
	Standards of conduct are clear to all students.					
	Is alert and responsive to student behavior at all times.					
	Teacher response to misbehavior is appropriate to students and respects the dignity of students, or student behavior is generally appropriate.					
Comments:				Domain 1		
				Domain 2		
				Mentor Evaluation		
				TOTAL POINTS		